

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|----------|---------------------|
| 3 | Elementary schools |
| 1 | Middle schools |
| | Junior high schools |
| 1 | High schools |
| | Other |
| 5 | TOTAL |

2. District Per Pupil Expenditure: 11348

Average State Per Pupil Expenditure: 8737

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 6 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7	96	110	206
K			0	8	108	130	238
1			0	9			0
2			0	10			0
3			0	11			0
4			0	12			0
5			0	Other	4		4
6	93	97	190				
			TOTAL STUDENTS IN THE APPLYING SCHOOL				638

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
2 % Asian
16 % Black or African American
4 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
78 % White
 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 19 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	57
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	67
(3)	Total of all transferred students [sum of rows (1) and (2)].	124
(4)	Total number of students in the school as of October 1.	670
(5)	Total transferred students in row (3) divided by total students in row (4).	0.185
(6)	Amount in row (5) multiplied by 100.	18.507

8. Limited English proficient students in the school: 2 %

Total number limited English proficient 10

Number of languages represented: 2

Specify languages:

Spanish and Tagalog

9. Students eligible for free/reduced-priced meals: 34 %

Total number students who qualify: 215

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 8 %

Total Number of Students Served: 51

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>12</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>27</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>3</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>48</u>	<u>3</u>
Special resource teachers/specialists	<u>3</u>	<u>0</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support staff	<u>4</u>	<u>0</u>
Total number	<u>62</u>	<u>3</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 13 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	95%	95%	96%	97%	93%
Daily teacher attendance	96%	95%	95%	96%	95%
Teacher turnover rate	0%	0%	0%	0%	0%
Student dropout rate	1%	0%	0%	0%	0%

Please provide all explanations below.

After 2003-04's attendance of 93%, our district researched other attendance policies and implemented a new policy placing more accountability on the parent. In addition to this, we work very closely with the State Attendance Officer in handling situations concerning high absenteeism. Since that time, our attendance has remained above 95%, even after Hurricane Katrina completely devastated our town which is located directly on the Mississippi Gulf Coast.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Long Beach Middle School is located in a small bedroom community along the Mississippi Gulf Coast which has a strong sense of pride, connectivity, and responsibility to our community. "A child's life is like a piece of paper on which everyone who passes by leaves an impression" is a quote that is posted on the Long Beach Middle School homepage. Our teachers, administrators, and support staff form a unique bond with our students that reflect our small town philosophy of "the village raising the child". Our focus within the school is one which truly demonstrates our vision and mission statements of developing the whole child, and then ultimately preparing them to be self-reliant, self-assured, lifelong learners prepared for an ever-changing world. Everything we do at Long Beach Middle School reflects one major focus: what is best for the child. Our leadership and staff always, in every decision, consider this focus first, and this is the driving force of our school.

We accomplish these goals by continuously staying abreast with technology and up-to-date researched-based teaching strategies such as using Best Practices techniques and developing 21st Century skills so that our students will have all requisite tools to be successful learners. We have five National Board Certified teachers on staff, and 53% of our faculty have a master's degree or beyond in education. Our teachers, administrators, and support staff are offered and attend many professional development trainings such as "Depth of Knowledge", "Understanding by Design", and "Differentiated Instruction". The staff are encouraged to be involved with professional organizations so that they may continue developing and learning professionally. Our continuous improvement efforts are evident in our consistent evaluation of student assessment results, leadership assessment, teacher evaluation, and the development of a Stakeholder Committee to get input from all stakeholders who may have a unique perspective on what is best for our students. The leadership continuously strives to place competent and highly-qualified employees in teacher, administrator, and support staff positions. We design curriculum, extra-curricular, interventions, and guidance programs to develop the whole child as we consider the middle school child's emotional, social, physical, and intellectual needs. We also have a belief, and this is communicated to students, that we believe all students can learn. We provide guidance and support to ensure success for all students in each area of the curriculum.

The strength of Long Beach Middle School is the focus of putting the child first and the philosophy that all stakeholders have ownership in the development of the child. Our connectivity to our community and stakeholders play an incredibly important role in the success of our school and students. We experienced this strong community connection first-hand after Hurricane Katrina. The community acknowledged that the first step in getting things "back to normal" was in opening the schools and having that normalcy in the lives of everyone. Our teachers, administrators, and support staff, in addition to dealing with their own personal hardship with 43% of the staff losing housing, accomplished a normal school routine for students while striving to continue high academic standards, extra-curricular activities, and guidance opportunities in the development of the child. We attained a Level 5 in spite of the turmoil and destruction to the Long Beach community from Hurricane Katrina. Level 5 was the highest rating assigned to schools in the state of MS prior to the 2007-08 school year. Many of our extra-curricular groups, as well as teachers have won numerous district, state, and national awards in spite of the turmoil experienced by our community from being one that was especially hard hit during, and continues to be affected by Hurricane Katrina. That spirit of our school and community facing hardship and challenge and rising to the occasion speaks volumes of the strength of Long Beach Middle School.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The Mississippi Curriculum Test (MCT) is the primary way to assess the progress our students have made throughout the school year in mastering Mississippi Curriculum Frameworks. Beginning last year (2007-2008), the state revamped the MCT to more appropriately align with national standards and the new state frameworks. The new test, MCT2, is designed to meet rising federal testing requirements in the No Child Left Behind Act, 2001 and the 2007-2008 school year was the first year of administration of this more rigorous test.

The proficiency levels for student achievement on the MCT have been established:

Advanced – The student consistently performs in a manner clearly beyond that required to be successful at the next grade.

Proficient – The student demonstrates solid academic performance and mastery of the content area knowledge and skills required for the next grade

Basic – The student demonstrates partial mastery of the content area knowledge and skills required for success at the next grade.

Minimal – The students below basic do not demonstrate mastery of the content area knowledge and skills required for success at the next grade.

Before the onset of MCT2, Long Beach Middle School had attained a Level 5 rating for six straight years. Level 5 was the highest rating assigned to schools in the state of MS prior to the 2007-2008 school year. During the 2006-2007 school year, Long Beach Middle School was recognized as a “Top 20” performing school in the state of Mississippi for all grade levels. After the inclusion of the more rigorous MCT2, our math scores were in the top 5 for middle schools in Mississippi, and our state science scores ranked second in the state. In addition, last year Long Beach Middle School ranked in the top four in the state for meeting Average Yearly Progress.

MCT2 scores during the 2007-2008 school year dropped across the entire state of Mississippi, reflecting the “raising of the bar” and the change in the baseline. The subtest categories of the MCT2 changed from having “Reading” and “Language Arts” as separate categories to a combined “Language Arts” category. Under the more rigorous MCT2, our scores still remained above the state average in all tested areas. The grade 6 students still scored 15% above the state average of students scoring proficient and above in language arts and 16% above the state average in math. Grade 7 scored 25% above the state average of students scoring proficient and above in language arts while grade 8 scored 27% above. Students scoring proficient and above in grade 7 math were 19% above the state average while grade 8 was 25% above this average. All teachers at Long Beach Middle have increased the rigor of instruction in the classroom to acclimate students to these new requirements and demands by applying Webb’s Depth of Knowledge concepts.

Long Beach Middle School has seen dramatic changes over the past five years in enrollment. There has been an 18% drop in enrollment since pre-Katrina. The number of students who qualify for free or reduced lunches has steadily increased over the past five years. In spite of the hardship of our school district receiving a direct hit from Hurricane Katrina, students and teachers rose to the occasion and continued attaining high scores and the Level 5 ranking. Students and teachers will use that same spirit as an opportunity to do what is best for our students by continuously striving for a better instructional environment.

For more information on Mississippi statewide testing go to the Mississippi Department of Education website: www.mde.k12.ms.us/ors/.

2. Using Assessment Results:

At the beginning of the school year, administrators meet with teachers to review the previous year's MCT2 (Mississippi Curriculum Test) data. There are grade-level, as well as subject area meetings to review and track individual student's scores, as well as identify weak areas to make curriculum changes. The MCT2 scores are also analyzed to aid teachers in student remediation or for advance placement. Our curriculum across all grade levels has been modified to adjust to the rigor of the new test. Tracking sheets are completed for each individual student reflecting MCT2 scores and this stays in the student's cumulative folder so that teachers may conduct an analysis from year-to-year on the student's progress.

At Long Beach Middle School, there is a continual process of on-going assessment and analyzing student performance throughout the school year. Students not scoring proficient or above on the MCT2, are provided extra instructional time through one-on-one tutoring by the subject area teacher during one of their two elective times, as well as additional after-school tutoring. The TST (Teacher Support Team) follows the Three Tier Model approach to provide students with necessary interventions. In addition, every student in Grades 6-8 are monitored and re-assessed using the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) to continually evaluate students' reading progress throughout the school year.

Teachers complete Individualized Professional Development Plans within the Professional Learning Community to identify potential teaching strengths and weaknesses based on data analysis such of MCT2 results. Teachers research and incorporate a Best Practice within their classroom practices as a professional growth activity. Staff development is reflective of test data and improvement of instruction in the classroom with on-line courses such as Grant Wiggin's Understanding by Design, Webb's Depth of Knowledge, and differentiated instruction.

3. Communicating Assessment Results:

The state of Mississippi requires every school to report accountability results every year. Our district provides to parents a district and school report which communicates the results of all testing and is also posted on the school web site (www.lbsdk12.com). For external stakeholders' information, the district distributes a school report card reflecting a three year trend analysis of the school's performance in our community. MCT2 results are published in a local newspaper which reports all of the schools' testing results in the region and the community can see at-a-glance how our school ranks in comparison. In addition, our district sends out a publication called The Bearcat Beat in which school news is communicated to the entire community of Long Beach.

Long Beach Middle School values the partnership between parents, teachers, and students. At the beginning of the year, teachers complete and distribute to parents a color-coded tracking sheet for each student which helps the parents see how their child performed on the MCT2. Each student is given an agenda containing assignments and notes at the beginning of the school year offering a convenient mode of communication between teacher and parent. Parents are welcomed and encouraged at any time to exchange e-mails on the school website with their child's teachers. Students receive progress reports mid-term, unless parents request to have them printed more often. Report cards are sent home every nine weeks. Our school district has implemented ConnectEd, a telephone service which informs parents of report card and progress report dates, and a child's failure to attend school. The Long Beach School District web site serves as a valuable tool for communicating relevant news items, such as upcoming test dates and links to valuable sites. A parent can call the school guidance office to set up a conference to speak to all of his/her child's teachers at one time since we teach using the interdisciplinary team concept.

4. Sharing Success:

The staff at Long Beach Middle School welcomes opportunities to share success with others. Within our own school and school district, every teacher and administrator is a part of a Professional Learning Community. The Professional Learning Communities meet weekly to work collaboratively in the ongoing process of collective inquiry and action research in order to achieve better results for the students they serve and are encouraged to share strategies that work with their students. In addition, the Long Beach School District website has a forum on Blackboard for teachers to post messages for help with instructional strategies.

Many teachers and administrators from other school districts around our state have visited Long Beach Middle School to observe and interview staff members on strategies that have worked with our students and produced good testing results.

We have several teachers on staff teaching education courses at the local university or supervising student teachers. This mentorship provides a valuable opportunity to “pay it forward” to the next generation of educators. We also have 5 National Board Certified Teachers on staff providing mentorship for other teachers on staff, as well as within and outside our school district. Several teachers have received training through the Mississippi Economic Council as master teachers of economics and have shared the information they have learned with colleagues. Another teacher has been a part of the Mississippi State University Industry and Education Partnership for the past 3 years.

Long Beach Middle School has several teachers who have presented at various state conferences and serve on regional or state boards including the Mississippi Council for Teachers of Mathematics, Mississippi Music Educators Association, and the Mississippi Association of Gifted Children. These teachers have presented strategies and Best Practices that work with their students on the regional and state level.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum at Long Beach Middle School has been designed to be relevant, rigorous, and meaningful to prepare students for life in the twenty-first century. Our staff implements a number of methods to ensure that curriculum, instructional strategies, and assessments are aligned and articulated across grade levels in support of the expectations for student learning as outlined in the Mississippi Curriculum Frameworks for each subject and grade level.

There are several processes offered to ensure that teachers at Long Beach Middle School are well-prepared and effectively implementing the curriculum. Core curriculum teachers are offered one additional class period to meet as a grade level team to discuss curriculum and student concerns. During these meetings, teachers share information to ensure that students are benefiting from the curriculum to the fullest. Long Beach Middle School supports “team teaching”, affording educators the opportunity to collaborate in order to integrate and differentiate instructional strategies to meet the needs of all students. The team model also promotes effective communication and time management allowing team teachers to meet and hold parent conferences together in order to discuss the educational development and expectations of the student.

Language Arts is taught collaboratively in two separate disciplines: reading and English. The teachers work closely together in their team to ensure that the Mississippi Language Arts State Framework objectives are covered. Teachers seek to develop the strongest program possible by following standards developed by NCTE (National Council of Teachers of English) as well as following the Mississippi Curriculum Frameworks for language arts. Every student is offered the opportunity to participate in the school-wide Reading Fair and Spelling Bee.

The math department at Long Beach Middle follows standards and methodology set forth by the Mississippi Curriculum Frameworks as well as the National Council of Teachers of Mathematics. All students in grade 8 are placed in pre-Algebra with some students placed in advanced pre-Algebra based on advanced scores on the Mississippi Curriculum Test, Second Edition and other screening tools. Grades 7 and 8 students are encouraged to participate in “Math Counts”, which recognizes mathematics achievement. Students also have the opportunity to participate in the Long Beach Middle School Robotics Team whom are the current state champions.

The science department provides students with many hands-on experiences to develop higher-level inquiry skills following an integrated science approach. The science department works collaboratively to give students lab experiences and other investigative work to ensure that our students will be competitive in a global world. Students have the opportunity every year to participate in a school-wide Science Fair.

The social studies curriculum offers students opportunities to explore the world and appreciate our past. In addition to the curriculum set forth, students school-wide also participate yearly in the National Geographic Bee.

Advanced placement is offered in each of the core curriculum areas and is based on high achievement on the Mississippi Curriculum Test, Second Edition. Excel is a pull-out program offered to students in the 6th grade who are identified as intellectually gifted. “Outward Bound” is a program that teaches special education students skills such as life skills, greenhouse skills, woodwork, and pottery in addition to a specialized curriculum.

In addition, students in grades 7 and 8 are offered Spanish as a high school Carnegie unit. Students have an array of other electives from which to choose including band, choir, physical education, drama, art, and

cultural art. Career Discovery is a required elective for grade 7 students and Computer Discovery is a required grade 8 elective. The elective teachers are an integral part of the process in preparing students to be

2b. (Secondary Schools) English:

Each student at Long Beach Middle School is offered a 55 minute block each of reading and English instruction each day, with one class on each team consisting of an advanced reading and English class. Reading and English instruction follow the Mississippi Curriculum Language Arts Frameworks and NCTE standards. Research-based instructional strategies, innovations, and interventions that are used at Long Beach Middle School in the language arts curriculum are Buckle Down, MCT Coach, My Reading Coach, Accelerated Reader, STAR Reading Program, Study Island, Fast Forward, and Compass. My Reading Coach and Ed Helper are reading interventions for TST (Teacher Support Team) as well as for struggling students. Differentiated and tiered instruction is accomplished through the use of literature circles, learning centers, and Readers' Workshop. "Writing Across the Curriculum" is encouraged in each of the core subject areas since writing is a discrete representation of thinking and it also promotes content literacy. Various writing strategies include 6+1 writing traits, the use of peer samples for review, and a variety of graphic organizers such as Four Square Writing. Reading strategies include the use of graphic organizers such as KWL, word walls, and SQ3r study strategy. Reading and English teachers work closely together to ensure that students develop skills of speaking, listening, reading, and writing. Careful attention is given to ensure that the language arts curriculum is vertically and horizontally aligned through meetings and follow-up of teachers in all levels of our school district grades K-12. Addressing the range of learning abilities through the scope and sequence of the curriculum provides for the complete preparation of our students.

Our middle school language arts teachers meet once quarterly with the language arts high school teachers in a Professional Learning Community. The PLC affords teachers to share strategies and ideas for teaching the language arts curriculum.

3. Additional Curriculum Area:

In following Long Beach Middle School's mission statement of developing programs to meet students' intellectual, social, emotional, and physical needs, the fine arts and elective programs are an integral part of our curriculum. Long Beach Middle School encourages students to be all that they can be by offering a full curriculum. In addition to offering students an opportunity to explore options outside the traditional core subjects, the elective classes also afford an additional avenue for students to experience the State frameworks taught in another scenario. Each elective teacher integrates skills taught in the core subjects and reinforces these in the realm of activities in their class. On any given day, you may see students in drama class learning about life in 1936 before beginning activities on their play "The Wizard of Oz", or you may see students in art class learning about Sir Isaac Newton and the principles of a prism before creating their color wheels. Not only do the fine arts and elective classes offer students more options, but they also develop aesthetic appreciation that students may not acquire in any other way. Career Discovery classes afford students the opportunity to explore various career options and therefore, making learning in the classroom more meaningful when students understand the connection between what they are learning now and real life. Computer Discovery gives every student the opportunity to learn basic computer skills. Innovative uses of technology are evident with the use of on-line projects such as in the student created website, "House of Knowledge" or "LOHAS" (Lifestyles of Health and Sustainability) which the intellectually gifted students created in participation of the Global Virtual Classroom international web design competition. Activities such as this help make global connections which better prepare students for life in the twenty-first century.

4. Instructional Methods:

Long Beach Middle School recognizes that to prepare every student for the twenty-first century, a wide variety of techniques and strategies must be employed. Learning style inventories are taken at the beginning

of the year for each student to better facilitate achievement by selecting appropriate modes of instruction. Best Practices used within our school are the use of literature circles, readers' workshop, demonstrations, learning centers, cooperative learning, graphic organizers, learning contracts, tiered instruction, and simulations. Every core subject has the Classroom Performance System "clickers" in their classroom which has engaged our learners, help them focus on specific objectives, provided them immediate feedback on missed items, and given them more confidence to answer questions.

Students with academic deficiencies are offered tutoring, MCT2 (Mississippi Curriculum Test) skills courses, and SOAR (Success, Opportunities, Achievement, and Readiness). SOAR allows students who did not meet requirements for promotion the opportunity to transfer to the next grade while mastering objectives they did not previously master. This program is for 6th and 7th graders and is a "summer school within the regular school year". In order for students to qualify for SOAR, they can't have any more than two failed classes. To allow more focus on objectives and interventions, our TST (Teacher Support Team) committees are divided among grade levels and teams.

For special education students, we offer learning strategies, inclusion, resource and self-contained classes. English Language Learners (ELL) are identified by an English Language Survey if English isn't the primary language spoken at home. If they receive the ELL ruling teachers are provided with strategies that ensure learning for these students. For intellectually gifted students, we offer EXCEL classes as a pull-out program once weekly for grade six students. For the higher academically achieving students, we offer advanced classes in the core subject areas.

5. Professional Development:

Long Beach Middle School ensures the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students in the following ways. On-going professional technology development for teachers is provided throughout the school year with training on e-instruction CPS, graphing calculators, Airliner wireless slates, SPMS, and SMART symposium/notebooks. Teachers and administrators have been offered the opportunity to enroll in on-line courses offered by the district in the areas of differentiated instruction, Grant Wiggin's Understanding by Design, and Webb's Depth of Knowledge. By teachers rotating enrollment and eventually attending each course, our instruction can be finely tuned to meet the challenge of offering more rigorous curriculum for our students.

Each year, teachers complete Individualized Professional Development Plans within the Professional Learning Community to identify strengths and weaknesses based on data analysis such as MCT2 or classroom assessments in non-tested subjects/grades. Teachers research and incorporate a Best Practice within their classroom practices as a professional growth activity. Teachers belong to Professional Learning Communities of their teaching discipline that are comprised of fellow teachers within the school. These Professional Learning Communities meet weekly to work collaboratively in the ongoing process of collective inquiry and action research in order to achieve better results for the students they serve. Teachers are able to analyze MCT2 scores, identify strengths and weaknesses, and brainstorm strategies. Robert Marzano wisely indicates in his research that effective teachers have a profound effect on student achievement while ineffective teachers actually impede the learning of their students. Our Professional Learning Communities work collectively as a team to share the most effective strategies and current research in the field to make the most positive impact for our students. In addition to meeting weekly with teachers within our school, we also meet with teachers within our various disciplines across the district to make sure the curriculum is horizontally and vertically aligned.

6. School Leadership:

The administration of Long Beach Middle School consists of a principal and two assistant principals. What makes our school unique is that the administrators know students by name and are actively involved in the

curriculum. In following the major focus of doing what is best for the student, our leadership considers this focus first, and this is the driving force of our school.

Teachers are given weekly bulletins/calendars by the administration that consists of “Tips of the Week” which can be used in the classroom for any subject area. These calendars are also of assistance when teachers are creating their lesson plans by informing teachers of weekly and future events. This mode of communication has been extremely effective with the staff

To reward success, every nine weeks the principal, along with the P.T.O., recognizes and rewards students on the “All A’s” and A/B honor roll with a celebration of hard work. Student’s “caught being good” are rewarded with “Student of the Week” recognition to reinforce good character traits.

Last year, the administration organized and implemented a “Career Fair” for the middle school students. Various community role models came in and spent the day sharing possible future career choices with our students. This event is going to be sponsored by our administrators each spring.

One of our assistant principals created and installed a program “Young Spartans” for at-risk young men in grade 8. These young men were provided with a mentorship opportunity since many of these boys had no fathers at home and were having difficulty in school. The goal was to give leadership and role model opportunities to these young men.

The administration, through an open-door policy, as well as an open-minded philosophy fosters an environment which encourages innovation in the classroom. Innovation is a large part of the classroom environment and ensures that students can be all they are meant to be.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: Mississippi Curriculum Test

Edition/Publication Year: Version One -2000-01; Version Two - 2007-08

Publisher: CTB/McGraw-Hill and Pearson Educational

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	58	86	81	87	84
% Advanced	16	62	54	58	50
Number of students tested	193	213	221	261	240
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	1	1	1
Percent of students alternatively assessed	0	1	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	64	81	76	74	68
% Advanced	13	52	44	38	35
Number of students tested	70	84	95	69	68
2. Racial/Ethnic Group (specify subgroup): Black					
% Proficient plus % Advanced	50	63	61	66	68
% Advanced	3	28	39	23	16
Number of students tested	30	32	23	35	25
3. (specify subgroup): White					
% Proficient plus % Advanced	72	90	84	90	86
% Advanced	18	68	56	62	52
Number of students tested	157	170	184	213	205
4. (specify subgroup): Students With Disabilities					
% Proficient plus % Advanced	32	41	28	36	33
% Proficient plus % Advanced	5	18	14	9	17
Number of students tested	19	17	29	11	12

Notes:

Subject: Reading
 Edition/Publication Year: Version One - 2000-01; Version Two 2007-08

Grade: 6 Test: Mississippi Curriculum Test
 Publisher: CTB/McGraw-Hill and Pearson Educational

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and above	60	93	81	91	86
% Advanced	9	22	24	19	23
Number of students tested	193	213	221	261	244
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	1	1	1
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient and above	54	89	77	83	71
% Advanced	4	14	17	12	10
Number of students tested	70	94	95	69	70
2. Racial/Ethnic Group (specify subgroup): Black					
Proficient and above	50	75	65	77	70
% Advanced	10	6	13	3	7
Number of students tested	30	32	23	35	27
3. (specify subgroup): White					
Proficient and above	61	96	84	93	88
% Advanced	9	24	25	22	23
Number of students tested	157	170	184	213	207
4. (specify subgroup): Students with Disabilities					
Proficient and above	16	53	31	64	40
% Proficient plus % Advanced	0	6	0	0	0
Number of students tested	19	17	29	11	15

Notes:

In 2007-08, the Mississippi Curriculum Test was changed to increase the rigor and the depth of knowledge in teaching the curriculum. In doing so, the testing areas of Reading and Language Arts were combined into one testing area, "Language Arts." From 2003-04 to 2006-07, Mississippi had three testing areas: Reading, Language Arts, and Math. The on-line application only allows for testing data in the two areas. The information that is included in this on-line report is the Reading results for those years. I spoke with Ms. Gloria Frederick with the U.S. Department of Education and she referred me to Ms. Judy Cercone in their Technical Assistance Department. In speaking with Ms. Cercone, I was informed to e-mail the Language Arts results directly to her and she would include that information in the final report that you receive.

Subject: Lang Arts

Grade: 6

Test:

Mississippi Curriculum Test

Edition/Publication Year:

Version One – 2000-01,

Version Two – 2007-08

Publisher:

CTB/McGraw-Hill

Pearson Educational

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month		May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	N/A	78.0	72.8	75.5	70.1
% Advanced	N/A	28.2	25.3	23.8	23.4
Number of students tested	N/A	213	221	261	244
Percent of total students tested	N/A	100	100	100	100
Number of students alternatively assessed	N/A	0	0	0	0
Percent of students alternatively assessed	N/A	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	N/A	70.3	71.6	59.4	57.2
% Advanced	N/A	16.0	21.1	14.5	12.9
Number of students tested	N/A	94	94	69	70
2. Black Ethnic Group					
% Proficient plus % Advanced	N/A	46.9	65.2	57.2	48.1
% Advanced	N/A	12.5	17.4	8.6	11.1
Number of students tested	N/A	32	23	35	27
3. White Ethnic Group					
% Proficient plus % Advanced	N/A	84.8	73.9	78.4	72.5
% Advanced	N/A	32.4	25.0	25.8	23.2
Number of students tested	N/A	170	184	213	207
4. Students with Disabilities					
% Proficient plus % Advanced	N/A	29.4	17.2	27.3	6.7
% Advanced	N/A	5.9	3.4	0.0	0.0
Number of students tested	N/A	17	29	11	15

***Change the table terminology for performance levels to use your state assessment system's terminology for "Proficient" and "Advanced."**

Provide as many years of test data as are available during the past five years for each grade. Complete a separate table for reading (English language arts) and mathematics at each grade. Explain any alternative assessments. See the sample table on page 4.

Report test scores for the percentage of students who are "proficient" or "advanced," i.e., the percentage of proficient plus the percentage of advanced according to state standards. Substitute the appropriate state terminology for proficient and advanced in the table. There is no need to report the percentage of students not meeting state standards.

Subject: Mathematics

Grade: 7 Test: Mississippi Curriculum Test

Edition/Publication Year: Version One -2000-01; Version Two - 2007-08

Publisher: CTB/McGraw-Hill and Pearson Educational

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	69	74	80	73	63
% Advanced	13	40	43	38	35
Number of students tested	220	233	242	265	231
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	1	1	1
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	63	66	78	58	55
% Advanced	8	33	41	24	24
Number of students tested	60	89	107	76	66
2. Racial/Ethnic Group (specify subgroup): Black					
% Proficient plus % Advanced	40	48	63	47	44
% Advanced	0	23	20	11	22
Number of students tested	25	31	30	36	32
3. (specify subgroup): White					
% Proficient plus % Advanced	74	78	83	76	67
% Advanced	14	41	45	41	37
Number of students tested	182	189	200	221	187
4. (specify subgroup): Students With Disabilities					
% Proficient plus % Advanced	38	26	18	23	27
% Proficient plus % Advanced	8	11	9	5	9
Number of students tested	13	19	11	22	11

Notes:

Subject: Reading

Grade: 7 Test: Mississippi Curriculum Test

Edition/Publication Year: Version One -2000-01; Version Two - 2007-08

Publisher: CTB/McGraw-Hill and Pearson Educational

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	68	86	84	79	75
% Advanced	9	36	36	28	27
Number of students tested	220	234	242	265	229
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	1	1	1
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	55	71	80	66	66
% Advanced	3	32	32	16	12
Number of students tested	60	89	107	76	65
2. Racial/Ethnic Group (specify subgroup): Black					
% Proficient plus % Advanced	44	61	57	54	58
% Advanced	0	19	7	6	10
Number of students tested	25	31	30	36	31
3. (specify subgroup): White					
% Proficient plus % Advanced	73	78	88	83	78
% Advanced	10	38	40	31	30
Number of students tested	182	190	200	221	187
4. (specify subgroup): Students With Disabilities					
% Proficient plus % Advanced	31	21	46	18	0
% Proficient plus % Advanced	0	5	0	5	0
Number of students tested	13	19	11	22	0

Notes:

In 2007-08, the Mississippi Curriculum Test was changed to increase the rigor and the depth of knowledge in teaching the curriculum. In doing so, the testing areas of Reading and Language Arts were combined into one testing area, "Language Arts." From 2003-04 to 2006-07, Mississippi had three testing areas: Reading, Language Arts, and Math. The on-line application only allows for testing data in the two areas. The information that is included in this on-line report is the Reading results for those years. I spoke with Ms. Gloria Frederick with the U.S. Department of Education and she referred me to Ms. Judy Cercone in their Technical Assistance Department.

Subject: Lang Arts

Grade: 7

Test:

Mississippi Curriculum Test

Edition/Publication Year:

Version One – 2000-01,

Version Two – 2007-08

Publisher:

CTB/McGraw-Hill

Pearson Educational

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month		May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	N/A	76.0	82.2	73.5	72.6
% Advanced	N/A	30.5	25.6	30.9	28.7
Number of students tested	N/A	233	242	265	230
Percent of total students tested	N/A	100	100	100	100
Number of students alternatively assessed	N/A	0	0	0	0
Percent of students alternatively assessed	N/A	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	N/A	71.9	82.3	60.5	68.2
% Advanced	N/A	23.6	23.4	15.8	10.6
Number of students tested	N/A	89	107	76	66
2. Black Ethnic Group					
% Proficient plus % Advanced	N/A	51.6	80.0	58.3	59.4
% Advanced	N/A	16.1	16.7	8.3	12.5
Number of students tested	N/A	31	30	36	22
3. White Ethnic Group					
% Proficient plus % Advanced	N/A	79.3	82.0	75.5	75.5
% Advanced	N/A	31.7	25.5	33.0	31.6
Number of students tested	N/A	189	200	221	187
4. Students with Disabilities					
% Proficient plus % Advanced	N/A	15.8	36.4	27.2	30.0
% Advanced	N/A	0	0.0	4.5	0.0
Number of students tested	N/A	19	11	22	10

***Change the table terminology for performance levels to use your state assessment system's terminology for "Proficient" and "Advanced."**

Provide as many years of test data as are available during the past five years for each grade. Complete a separate table for reading (English language arts) and mathematics at each grade. Explain any alternative assessments. See the sample table on page 4.

Report test scores for the percentage of students who are "proficient" or "advanced," i.e., the percentage of proficient plus the percentage of advanced according to state standards. Substitute the appropriate state terminology for proficient and advanced in the table. There is no need to report the percentage of students not meeting state standards.

Subject: Mathematics

Grade: 8 Test: Mississippi Curriculum Test

Edition/Publication Year: Version One -2000-01; Version Two - 2007-08

Publisher: CTB/McGraw-Hill and Pearson Educational

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	74	76	74	71	76
% Advanced	21	41	39	31	37
Number of students tested	238	239	235	255	279
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	1	1	1
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	61	69	64	60	63
% Advanced	8	35	28	21	25
Number of students tested	62	87	93	72	75
2. Racial/Ethnic Group (specify subgroup): Black					
% Proficient plus % Advanced	58	53	37	53	67
% Advanced	12	25	3	15	22
Number of students tested	26	36	30	47	36
3. (specify subgroup): White					
% Proficient plus % Advanced	76	80	79	74	78
% Advanced	22	44	43	35	36
Number of students tested	194	189	193	199	214
4. (specify subgroup): Students With Disabilities					
% Proficient plus % Advanced	27	30	13	5	23
% Proficient plus % Advanced	0	20	6	0	8
Number of students tested	22	10	16	19	13

Notes:

Subject: Reading

Grade: 8 Test: Mississippi Curriculum Test

Edition/Publication Year: Version One -2000-01; Version Two - 2007-08

Publisher: CTB/McGraw-Hill and Pearson Educational

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	71	77	74	69	81
% Advanced	9	30	27	23	32
Number of students tested	238	241	235	257	277
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	1	1	1
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	63	74	67	49	69
% Advanced	3	21	17	11	23
Number of students tested	62	87	93	73	73
2. Racial/Ethnic Group (specify subgroup): Black					
% Proficient plus % Advanced	58	58	33	46	61
% Advanced	4	17	3	6	11
Number of students tested	26	36	30	38	36
3. (specify subgroup): White					
% Proficient plus % Advanced	73	80	80	74	86
% Advanced	9	31	30	27	34
Number of students tested	194	194	193	200	212
4. (specify subgroup): Students With Disabilities					
% Proficient plus % Advanced	18	57	19	11	27
% Proficient plus % Advanced	0	17	6	0	0
Number of students tested	22	10	16	19	11

Notes:

In 2007-08, the Mississippi Curriculum Test was changed to increase the rigor and the depth of knowledge in teaching the curriculum. In doing so, the testing areas of Reading and Language Arts were combined into one testing area, "Language Arts." From 2003-04 to 2006-07, Mississippi had three testing areas: Reading, Language Arts, and Math. The on-line application only allows for testing data in the two areas. The information that is included in this on-line report is the Reading results for those years.

Subject: Lang Arts

Grade: 8

Test:

Mississippi Curriculum Test

Edition/Publication Year:
Publisher:Version One – 2000-01,
CTB/McGraw-HillVersion Two – 2007-08
Pearson Educational

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month		May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	N/A	76.7	65.1	65.4	64.1
% Advanced	N/A	32.1	20.0	16.0	17.3
Number of students tested	N/A	240	235	257	278
Percent of total students tested	N/A	100	100	100	100
Number of students alternatively assessed	N/A	0	0	0	0
Percent of students alternatively assessed	N/A	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	N/A	72.4	54.8	52.0	54.7
% Advanced	N/A	24.1	11.8	8.2	6.8
Number of students tested	N/A	87	93	73	73
2. Black Ethnic Group					
% Proficient plus % Advanced	N/A	61.1	30.0	50.0	61.2
% Advanced	N/A	11.1	3.3	10.4	5.6
Number of students tested	N/A	36	30	48	36
3. White Ethnic Group					
% Proficient plus % Advanced	N/A	79.8	70.0	68.0	63.9
% Advanced	N/A	35.8	21.8	17.5	18.8
Number of students tested	N/A	193	193	200	213
4. Students with Disabilities					
% Proficient plus % Advanced	N/A	30.0	6.3	5.3	8.3
% Advanced	N/A	20.0	0	0.0	0.0
Number of students tested	N/A	10	16	19	12

***Change the table terminology for performance levels to use your state assessment system's terminology for "Proficient" and "Advanced."**

Provide as many years of test data as are available during the past five years for each grade. Complete a separate table for reading (English language arts) and mathematics at each grade. Explain any alternative assessments. See the sample table on page 4.

Report test scores for the percentage of students who are "proficient" or "advanced," i.e., the percentage of proficient plus the percentage of advanced according to state standards. Substitute the appropriate state terminology for proficient and advanced in the table. There is no need to report the percentage of students not meeting state standards.